

8. Proposed Access

8.1 The proposed access arrangements have been informed by pre-application advice from West Sussex County Council, in its capacity as both highway and Public Rights of Way authorities, and in conjunction with the housing development to ensure that a holistic masterplan approach is taken to the site layout. The provision of a new access, access road and, circulation space for vehicles within the site provides significant benefit through the alleviation of congestion at the London Road access during drop-off and pick-up, and the removal of motorised traffic from Bridleway 9hU.

8.2 Access to the wider development site is to be provided by a new purpose-built priority junction with London Road approximately 10m north of its existing position. A 5.5m wide access road will be constructed to serve the residential dwellings, with the road reducing in width to 4.8m as it enters the school's grounds in the north western corner of the site.

8.3 Within the school site, the layout has been designed to enable self-containment of parking, drop-off and collection activities and enable the removal of all motorised vehicular traffic from Bridleway 9hU. To manage the care needs of the pupils, drop off and collection occurs individually one pupil at a time, and vehicles are currently held on the existing access road / Bridleway 9hU until such a time they are called forward to undertake the drop off or collection. The proposed layout introduces a one-way route around the outside of the car park to be used for vehicles dropping off / collecting pupils, culminating in a drop off point to the south of the school building outside of the student entrance. Bridleway 9hU will no longer be used to access or hold vehicles and will be retained only for use as a Bridleway.

8.4 From the drop off / collection point, pupils will be chaperoned by teaching staff into the building. If the pupil is not ready to be picked up, vehicles can wait on the one-way route while the next vehicle in line is called forward, and a width of 4.8m has been used to enable

two vehicles to pass one another on the approach to the school. The remainder of the route is provided at a width of 3.5m, where passing is not required, in order to maximise landscaping opportunities.

8.5 The proposed system is essential to maintain and improve existing access for pupils who have special educational needs and often travel long distances to the school. Care has been taken to minimise the impact of the collection / drop off and parking arrangements on the landscape by:

- Screening the parking area and one-way access road behind preserved and enhanced hedgerows;
- Locating the car park away from the main approach road and processional route to the school entrance;
- Use of landscape features such as grasscrete, coloured tarmac and soft landscaping interspersed into the car park

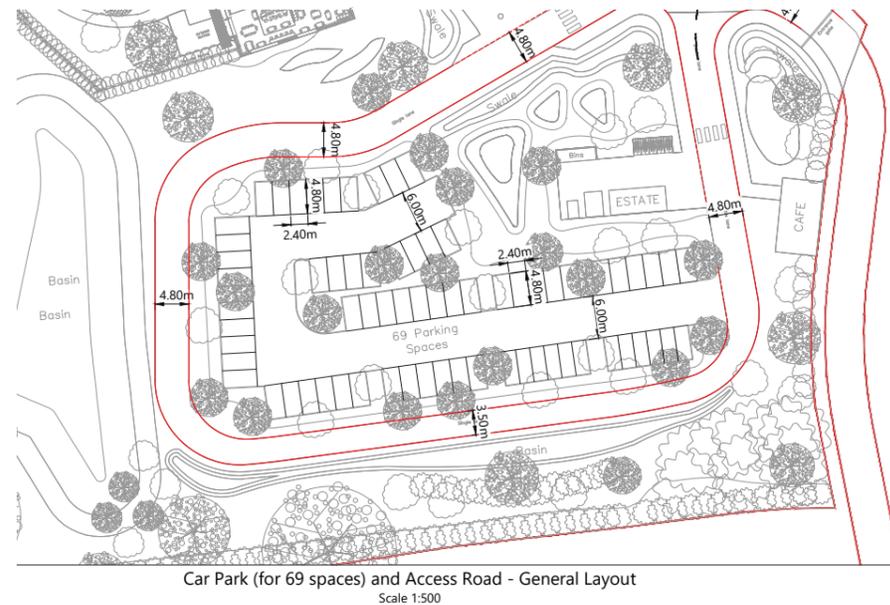
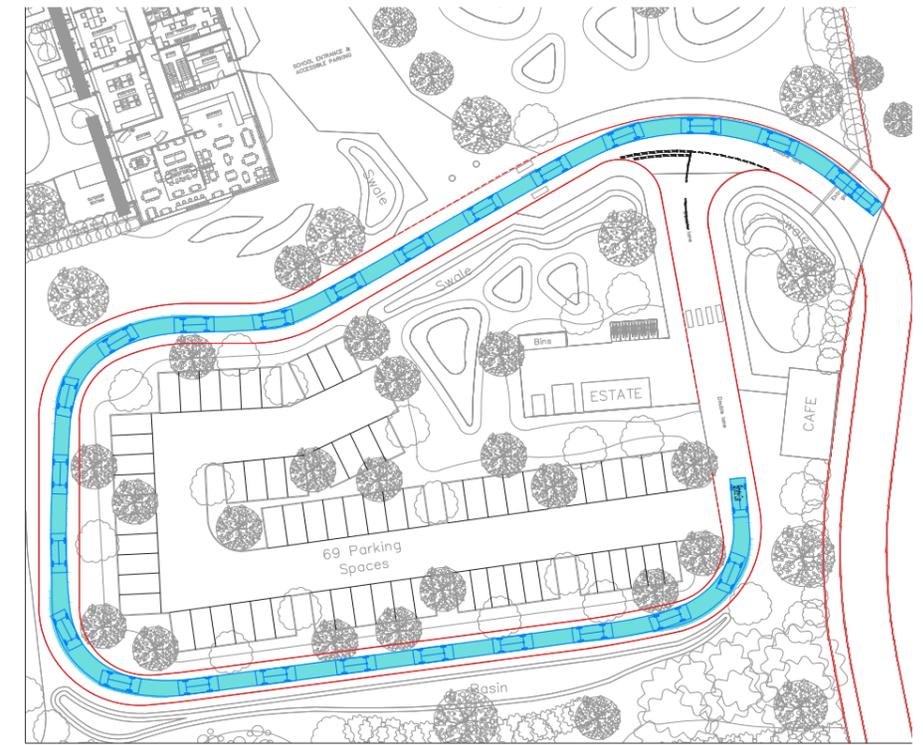


Figure 108: Vehicle tracking by i-Transport



AutoTRACK Profile - Estate Car
Scale 1:500

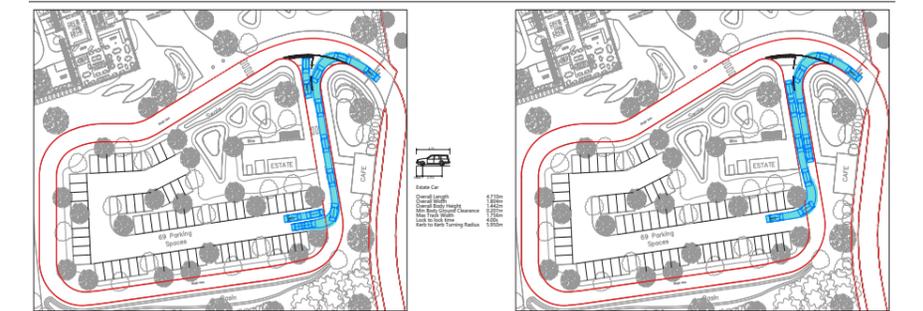


Figure 109: Vehicle tracking by i-Transport

Parking and Access by Sustainable Modes

8.6 The WSCC Guidance on Parking at New Developments does not set a parking standard for educational uses, with the supply of parking to be provided for in accordance with site-specific needs.

8.7 At present, there are 85 car parking spaces that serve the existing school. The proposed parking provision has been informed through consultation with the Estates Manager, Head Teach and LTC at LVS Hassocks. A total of 69 car parking spaces are required comprising 53 staff spaces, 14 visitor spaces and 2 spaces for deliveries. Access to the car park is provided by the continuation of the 4.8m access road to the car park entrance, enabling vehicles accessing and egressing the car park to pass one another. To the south of the car park, the road continues into the one-way pick up and collection route and narrows to 3.5m.

8.8 While the specialist care needs prevent pupils from cycling to school, a total of 10 cycle parking spaces are to be provided for use by staff and visitors. The uptake of the provision will be monitored through the School Travel Plan and, if necessary, the volume of parking will be increased to ensure sufficient supply to accommodate demand.

8.9 While the specialist nature of the school often requires teachers and pupils to travel long distances, the school is located approximately 500m from bus stops and the 273 and 100 services provide a connection to both Hassocks and Burgess Hill Railway Stations respectively. Bus service 273 also provides a north – south connection between Brighton and Crawley, while service 100 provides an east – west connection between Horsham and Burgess Hill. Travel by sustainable modes of travel will be promoted through a School Travel Plan to be operated by LVS Hassocks.



Figure 110: Proposed site plan - ECA

9. Appendices

Precedent Studies & Influences

Passivhaus and Sustainability - High Thermal efficiency

9.1 The brief was to design a new school that is simple to build and provides both students and staff with well designed spaces to enjoy and learn.

9.2 With the existing school's use needing improvement to better align for the needs of a SEN school. The new school needs to be thermally efficient and reduce running costs. The new school needs to create designed spaces that are more intrinsically tailored to the types of activities conducted within them thus then, improving user experience as well as, positively improving the children's experiences with learning.

9.3 To build upon our proposals for the school we looked at precedents studies that support a simple L-shaped form, were well insulated and efficient buildings. We looked at examples of buildings that opened out onto play-space and the natural environment.

The conical roof forms

9.4 The original buildings, excluding the 1860's manor house, were designed by an ecclesiastical architect, Michael Blee. The design of the chapel is unique and does have some architectural merit. The surrounding cloisters are much more mundane and considered to be more ordinary in their architecture.

9.5 The elongation of the roof of the chapel building design is reminiscent of a Kent Oast House. This typology is also found in East & West Sussex. It's verticality and unique building typology creates and architectural visual interest on the existing site.

9.6 As part of the new school proposals we intend to take influence from the existing archetype of the chapel and include influence from contemporary Oast House design.



Figures 111: Thornhill Primary School, Sutton, ECD Architects



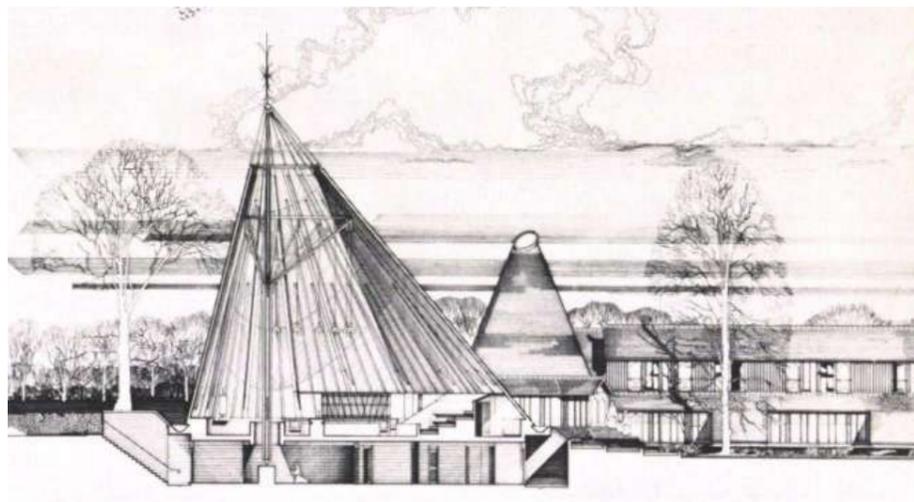
Figures 112: Thornhill Primary School, Sutton, ECD Architects



Figure 113: Thornhill Primary School, Sutton, ECD Architects



Figures 114: Thornhill Primary School, Sutton, ECD Architects



Figures 115: Arup Journal 1978 - Our Ladys Priory by Michael Blee Whittaker partnership



Figures 116: Caring Wood House by James Macdonald Wright and Niall Maxwell illustrates a great example of contemporary Oast House design influence.

9.7 The angular geometric roof forms will capture a large amount of directional light that will naturally illuminate the interior spaces. The form would also create inspiring environments and visual interest within the simple floor plan.

9.8 Caring Wood House by James Macdonald Wright and Niall Maxwell illustrates a great example of contemporary Oast House design influence.

9.9 With one of the main drivers for the proposal being to promote biodiversity, health and well-being and, provide ease of access to the natural environments for students. We wanted to look at proposing classrooms that provided:

a) Open / sliding/ bi-fold doors from classrooms to gardens - on all sides.

b) Classrooms to face north/west to benefit from cooler classroom temperatures and manage the amount of solar gain.

c) Deep connection between inside and outside.

d) Roof lights located in hallways and assembly spaces - inspire but not distract.

e) First floor to be largely glazed with timber louvres screen in front. This will provide solar shading to south facing facade.

f) Glancing views to the countryside beyond.

g) Timber screening will provide warmth to facade and promote the use of natural materials, biophilic design principles.



Figures 117: Kakapo Creek Children's Garden, an early learning center in Auckland, New Zealand.



Figures 118: Water Farm House by Studio Bark



Figures 119: Playful Roaming Nursery / Philippe Gibert Architecte



Figures 120: Sadlers Mead multi-storey car park



Figures 121: Kerstin Hesselgrens park



Figures 122: 81 Trans-(parent) House designed by TOUCH Architect.



Figures 123: John Morden Centre in Blackheath



Figures 124: Casa na Caniçada, a minimalist concrete house designed by the architecture firm Carvalho Araújo.

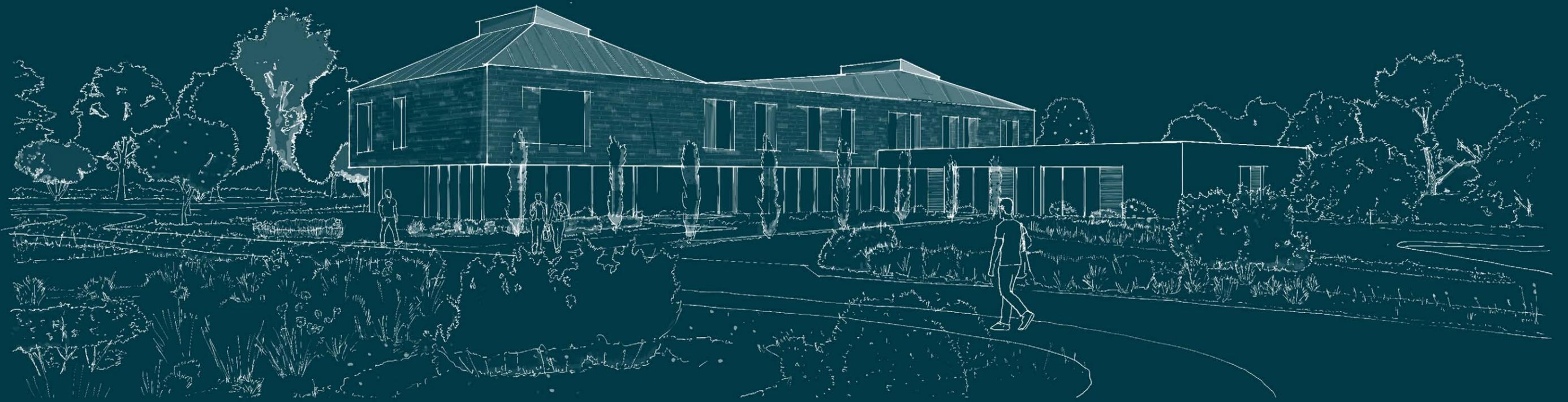


Figure 125 - Concept sketch for new school